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Appendix D. Role II: Sample Task Analysis and Behavioral Objectives.

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To illustrate how instructional systems may be developed to prepare students in teacher training programs, a sample analysis of noninstructional tasks (grouped under the general headings of working to improve educational opportunities for children and working for increased teacher benefits) is provided along with sample behavioral objectives for two selected tasks (research and teamwork). This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154. (SG)

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**APPENDIX D--ROLE II: SAMPLE TASK ANALYSIS
AND
BEHAVIORAL OBJECTIVES**

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SAMPLE TASK ANALYSIS AND BEHAVIORAL OBJECTIVES

Introduction

The ComField system provides instruction on all tasks in Role II for all trainees at three levels of development. They are: (1) demonstrating repertoires of knowledge, (2) demonstrating knowledge of the elements of the task, and (3) demonstrating ability to perform elements of the task (see Hierarchial Analysis). At the fourth hierarchial level, "Demonstrates ability to perform total tasks...", primary attention will be given to common critical tasks such as I.A.1. "assists in research, " and I.A.2. "works as a member of a group." Instructional systems will be prepared for these critical tasks. As the need is identified or as the instructional manager's role is defined to include other of the tasks in Role II, then systems will be prepared to accomplish such instruction.

Following the task analysis are some examples of behavioral objectives of a teacher training program written for selected tasks from the analysis.

Finally there is included an instructional system designed to help teachers prepare to perform some of the behavioral objectives.

As has been mentioned, this whole section is prepared as an example of what teacher training programs must do to prepare teachers to function effectively within the school system where they are employed and within their profession.

**ROLE II: SAMPLE TASK ANALYSIS AND
BEHAVIORAL OBJECTIVES**

Hugh Baird

Sample Task Analysis

- I. The teacher works to improve educational opportunities for children.
 - A. Participates in administrative decision making regarding policy, curriculum and school management.
 1. Assists in research.
 - a. Identifies a problem/goal.
 - (1) Lists forces affecting solution of problem: helping, hindering.
 - (2) Rates forces.
 - (3) Ranks forces.
 - b. Gathers data about the problem.
 - (1) Administers tests.
 - (2) Interviews persons.
 - (3) Observes students.
 - c. Evaluates data.
 - d. Derives and states appropriate solution strategy.
 - e. Evaluates solution effectiveness.
 2. Works as a member of a group.
 - a. Serves as a critic, a conscience for the group.
 - b. Contributes ideas for solving problems.
 - c. Guides the discussion and keeps it moving.
 - d. Records actions and decisions, reminds the group of previous decisions.
 - e. Acts to preserve the group, praises, encourages, resolves misunderstandings.

- f. Builds, supports and encourages other members in the group.
- B. Works with community to secure needs of total school program: physical facilities, financial support, respect of patrons.
 - 1. Enforces and interprets school policy and curriculum.
 - a. Articulates policy and curriculum.
 - (1) Orients new staff members.
 - (2) Reports to public.
 - (a) Writes news releases.
 - (b) Presents ideas orally.
 - (c) Serves as an officer in organizations such as P.T.A.
 - b. Counsels pupils, teachers, public.
 - (1) Establishes effective relationships with pupils and parents.
 - (a) Provides time for conferences.
 - (b) Becomes well acquainted in the community.
 - (2) Practices appropriate counseling procedures.
 - c. Receives feedback.
 - (1) Interviews.
 - (a) Identifies and employs appropriate questions.
 - (b) Records information appropriately.
 - (2) Listens carefully.
 - (a) Attends to formal, deliberate feedback.
 - (b) Gleans informal feedback from many sources.
 - d. Supervises pupils at school lunch, playground and bus.

- (1) Acts to prevent or restrain infractions of policy.
 - (2) Reports infractions.
 - (3) Takes action to correct infractions.
2. Exercises leadership in community affairs.
- C. Assists in the professional growth of teachers.
 1. Cooperates in recruitment of prospective colleagues.
 2. Builds and strengthens the position of other faculty members.
 - a. Shares successful procedures and materials with other staff members.
 - b. Shares opportunities for growth.
 3. Enforces the ethical standards of the profession.
 - a. Shares on professional standard committees.
 - b. Behaves ethically himself.
- D. Takes personal responsibility for his own professional growth.
 1. Identifies areas for personal improvement.
 2. Develops and tests more effective classroom procedures.
 3. Seeks help in areas of weakness.
 4. Keeps informed generally and in his specialties.
 - a. Studies professional literature.
 - b. Participates in conferences and workshops dealing with professional problems.
 5. Engages in professional writing.
- E. Participates in other administrative activities.
 1. Collects and records information about pupils.

- a. Acts according to the ethical standards of the profession.
 - b. Administers standard tests.
 - (1) Helps select appropriate tests.
 - (2) Administers tests--group, individual.
 - (3) Administers individual tests.
 - (4) Calculates and records test scores.
 - (5) Interprets and explains test results for himself and other persons.
 - c. Maintains accurate attendance records.
 - d. Maintains cumulative folders on children.
 - (1) Records health information properly.
 - (2) Records anecdotal information properly.
 - e. Protects confidential information.
2. Requests and uses special service persons appropriately.
- a. Recognizes exceptional students--emotional, mental, physical.
 - (1) Identifies symptoms of common communicable diseases.
 - (2) Identifies symptoms of physical malfunction.
 - (a) Sight problems.
 - (b) Speech problems.
 - (c) Hearing deficiencies.
 - (3) Identifies symptoms of emotional problems.
 - (4) Identifies students who are exceptional intellectually.
 - (a) Bright.
 - (b) Retarded.
 - b. Knows and accepts his own inabilities to be-all, do-all.
 - c. Works with special service people in his classroom activities.

3. Represents faculty and administration in out-of-class pupil activities.

a. Plans with students.

b. Chaperones student activities.

(1) Acts legally for the school.

(a) Demonstrates knowledge of school laws.

(b) Demonstrates knowledge of school district policy.

(2) Acts to prevent or restrain inappropriate pupil behavior.

4. Assists in managing school facilities, materials and supplies.

a. Participates in scheduling functions.

(1) Schedules pupil classroom activities.

(2) Schedules equipment such as audio-visual, physical education.

b. Participates in quartermaster functions of ordering, purchasing, storing, disbursing, and accounting for material and supplies.

c. Protects school equipment and facilities.

(1) Uses materials prudently.

(2) Helps children conserve materials and supplies.

II. The teacher works for increased teacher benefits.

A. Helps improve pre and inservice teacher training programs.

B. Communicates the needs of the profession to the public, administration and profession.

1. Works to improve teacher working conditions.

2. Works for adequate remuneration.

Sample Behavioral Objectives

The previous pages are an attempt to identify the noninstructional tasks of teachers. The following list contains examples of behavioral objectives of a teacher training program written for selected tasks from the task analysis. The first list, "Research Objectives," relates to task I.A.1., "Assists in Research." The second list, "Teamwork Objectives," relates to tasks listed as I.A.2., "Works as a Member of a Group."

RESEARCH OBJECTIVES

1. Given selected instructional materials, a tape presentation of a teacher's problem, and guided discussion between members of each triad, each trainee will be able to state a self-selected problem clearly specifying criteria to be included in stating his problem.
2. Teacher trainees being given a set of research findings, a lecture on the implications of research data, and an opportunity to discuss these materials, use research principles and data correctly. Minimal performance will have been met when a trainee has:
 - a. Identified a research finding which speaks to the problem or issue he has identified.
 - b. Clarified it and has tested his perception of relevance with others in his team.
 - c. Rewritten his statement of the problem which includes his new finding.
3. Given a set of instructional materials, a comprehensive lecture, triad discussions, and the tape on Elementary Teacher A, each trainee will be able to produce a force field analysis of the teacher's problem and compare his with the teacher's force field which is given.
4. Given prior analysis principles defining (a) force field techniques, (b) listening and saying principles, and (c) helper and helpee role requirements, each trainee, based on data accumulated through the triad interaction, will be able to successfully produce a force field analysis model defining the triad interaction situation.

5. Given a set of principles for ranking, rating, and weighing forces and criteria for posing relevant questions for data gathering, each trainee will produce:
 - a. The rating and ranking of forces for the problem of Teacher A.
 - b. Two questions related to one force to be directed to students of Teacher A which provide relevant data for clarifying the force dimension.
6. Given a common force field analysis, each trainee will select six (6) from nine (9) data gathering instruments presented in SRA series and state their criteria for justifying their selection specific to data gathering requirements for forces presented.
7. Trainees being given a report of major results from Teacher A will evaluate performance data and be able to derive the major conclusions representing significant trends for data interpretation by evaluating numeral weighting for rating scales.
8. Given major findings of Teacher A concerning her research, trainee teams will be able to discriminate between two types of research questions according to specific criteria:
 - a. What - implications questions.
 - b. How - action alternatives questions.
9. Given a structured lecture following the reading of a paper outlining five resources for planning and having in hand a statement of action alternatives established by Teacher A, each trainee will be able to decide on the first action step for the implementation of an action program based on appropriate discussion criteria from five resources:
 - a. Force field diagnosis
 - b. Management considerations
 - c. Helping relationships
 - d. Scientific knowledge
 - e. Self-initiative skills

10. Given the task to design a force field model specific to forthcoming system training requirements with the present trainees acting as the instructors, trainees will be able to:
 - a. State the problem.
 - b. Complete force field analysis.
 - c. Derive action alternatives.
 - d. Specify planning for action.

TEAMWORK OBJECTIVES

1. Given an orientation stating the principles and rules for "listening and saying," each trainee will correctly demonstrate these principles in "listening and saying" experiences.
2. Given a detailed lecture on the definition of the roles of "helper" and "helpee," each trainee will demonstrate the interaction principles as required for performing his assigned role involving "listening and saying" skills.
3. Given opportunity for more directed interaction using a force field model prepared by members of a triad, each member will demonstrate a significant advance in his behavioral responses indicating:
 - (1) greater openness
 - (2) greater permissiveness resulting in
 - (3) selection of more relevant data, greater flow of data.
4. Applying "helper" and "helpee" skills applications, triad members will list the relevance of questions posed in terms of significance of data gathered or to be gathered in terms of better definition of forces in question.
5. Given the stated principles for selecting tools for data collection and a practicum problem, the triad (in interaction) will increase their diagnostic and analytic skills in the evaluation and selection of data collection tools based on functional and performance criteria while

continuing to advance their "helper" and "helpee" skills and will compare their selections with those presented by the instructor.

6. Given a multi-dimensional rating scale defining critical analysis and team-interaction behaviors, each individual will rate himself according to self-perceived criteria.
7. Given the situation where Triad A observes Triad B as it discusses forms and implications of research, questions will be asked concerning the effectiveness and efficiency of applied "helper/helpee" interactions as related to "saying and listening" communications. Feedback will be given between the two triads as provided by the observing members.
8. Given a structured brainstorming strategy by the instructor, the participating triad group will proceed to generate as many action alternatives as possible within specified time limits. Results will be compared with those in the case study.
9. Given a set of performance objectives, functions, product requirements, instructional process steps and materials for each of thirteen instructional subsets in conjunction with taped diagnostic indices and procedural directives, the seven triads will be able to diagnose needs and prepare for instruction with 101 percent confidence.

These lists of objectives are given as examples. Just as a task analysis will be different for each person or group who prepares it, so will a list of behavioral objectives. These lists could look entirely different depending upon the task analysis from which they grew or the level of specificity at which they are written. In either case, the objectives are included as examples.

Having written objectives the next step is to prepare an instructional system to provide learners with the behaviors specified. Instructional systems could differ greatly in procedures employed and materials used to train the learners to perform an objective. They should, however, provide for essential cognitive and affective behavior change in the learners. The system included here is an example of one way to accomplish the training. This system is not self instructional. To be effective, it

requires instructors who know it and can use it. *Assessment procedures are built into the system. Although written with problems of youth as the central concern, this system may be more widely applied to achieve the objectives listed for many kinds of research problems dealing with administrative decision making.

The reader will note that the instructional system used here to teach research objectives may also be used to accomplish the second list of objectives, those dealing with group participation as a team.

*The reader probably has already observed that another instructional system will be necessary to train the instructors, or else this system must be modified to be self instructional.